**K-5 ELA Lesson Plan**

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| **Teacher:S. Tew** | | **Grade:1** | | | **Date(s)**: Day 1 |
| **Unit Title:Wanted!A Few Good Friends** | | | **Corresponding Unit Task:1 Creating a Song About Rules** | | |
| * **Essential Question(s):** Why is it important for good readers, writers, and speakers to remember the important details when retelling a story, poem, or informational text? * How do illustrations help good readers locate and remember the important details in a story? * Why is it important for good listeners to give others the opportunity to speak when we are sharing ideas? * How does using capital letters at the beginning of a sentence and correct punctuation at the end of a sentence help writers communicate their ideas more clearly? | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student: Harcourt Social Studies pp.29-31**  **Know and Follow Rules by Cheri Meiners**  **Thinking clouds for students and teacher**  **Pattern blocks**  **Clock with a second hand or timers**  **pencils**  **paper**  **sentence frame**  **T Chart**  **Marker**  **Behavior Scenario cards**  **Character trait word cards** | | | | **character traits –** The details in a story that describe the personal qualities or attributes of characters that make them special. Character traits include *likes, dislikes, habits, behaviors, values, physical appearance, sense of humor,* etc. Good authors include clues in the text to help define the traits of individual characters.  **retelling –** The process of providing readers an opportunity to demonstrate their comprehension of a text by explaining it to others, either orally or in writing. The process of retelling includes recounting the main ideas and important details sequentially and concisely.  **literature/sharing circles –**  A structured opportunity for a small group of students to come together for the purpose of discussing a story or some other literary experience  **rule**-  **law**  **fact**  **opinion**  **respect**  **courtesy**  **responsibility**  **honesty** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Reading**  **Standards:**  **RL.1.2** - Retell stories, including key details, and demonstrate understanding of their central message or lesson.  **RL.1.10** -With prompting and support, read prose and poetry of appropriate complexity for grade 1.  **RI.1.7** - Use the illustrations and details in a text to describe its key ideas.  **RI.1.10** - With prompting and support, read informational texts appropriately complex for grade 1.  **RL.1.1** - Ask and answer questions about key details in the text.  **RL.1.7** - Use illustrations and details in a story to describe its characters, setting, or events.  **RI.1.1** - Ask and answer questions about key details in the text.  **RI.1.2** - Identify the main topic and retell key details of the text.  **RI.1.4** - Ask and answer questions to help determine or clarify the meaning of words and phrases in the text.  **I Can Statement(s):**  **I can retell stories, including key details.**  **I can read first grade literature , including informational text, using illustrations, prompting and support.**  **I can ask and answer questions about key details in text.**  **Instructional Plan:**  The teacher will begin the lesson by reading a “special announcement” from the principal stating that there would be no rules at school this year. The teacher will model using the thinking cloud, and wonder aloud the consequences of this announcement. She will invite students to pick up a cloud and voice their thoughts aloud. The teacher will record the thoughts on chart paper. She will then tell the students that the “announcement” could not be true because rules are necessary.  We will read the social studies text to formulate a definition and understanding of the term “rule”. The teacher will record this definition on the board. She will then tell the students that they will work together to formulate our class rules after doing some preparation. The teacher will read Know and Follow Rules by Cherie Meiner. The class will connect the text and illustrations to the subject matter during the read aloud. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards: W.1.1** - Write opinion pieces in which they introduce the topic or name the book they are writing about, state and opinion, supply a reason for the opinion, and provide some sense of closure.  **L.1.1 -** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   1. Print all upper and lower case letters. 2. Produce and expand complete **simple** and compound **declarative**, interrogative, imperative, and exclamatory sentences in response to prompts.   **L.1.2** - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   1. Capitalize dates and **names** of people. 2. Use end punctuation for sentences. 3. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. 4. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.   **W.1.5** - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.  **W.1.8** - With guidance and support from adults, recall information from experiences or gather information from provided sources (e.g., books, computers) to answer questions.  **I Can Statement(s):**  Ican write my opinion on a given topic.  I can write complete sentences using capital letters, punctuation, and spelling.  **Instructional Plan:**  Following the group discussions, the teacher will model writing her opinion about an important character trait. He or she will point out conventions and model writing behaviors and thinking during the writing. The piece will be illustrated, as well. Students will write their opinions after the example. Students may use their original ideas, or change their opinions due to a peer’s argument. When writing they will use the sentence frame **I think \_\_\_\_\_\_\_\_ is important because \_\_\_\_\_\_\_\_\_\_\_\_.** After writing, students will illustrate their work. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards: L.1.6** - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).  **L.1.4 -** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies:   1. Use sentence-level context as a clue to the meaning of a word or phrase. 2. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g. *looks, looked, looking*).   **L.1.5** - With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.   1. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.   **I Can Statement(s):**  I can identify good character traits.  I sort examples of good behavior and bad behavior.  **Instructional Plan:**  The teacher will ask students to recall the good character traits we discussed and identified in reading Know and Follow Rules. I will give students Behavior Scenario cards. Each student will act out the behavior given, and peers will direct where to place the behavior on the T Chart. When all behaviors have been placed, students will assign the vocabulary words to the appropriate behaviors. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards:**  **SL.1.1** - Participate in collaborative conversations with diverse partners about grade 1 topics and text with peers and adults in small and larger groups.   1. Follow agreed upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). 2. Build on other’s talk in conversations by responding to the comments of others through multiple exchanges. 3. Ask questions to clear up any confusion about the topics and texts under discussion.   **SL.1.6 -** Produce complete sentences when appropriate to task and situation (See Grade 1 Language standards 1 and 3 for specific expectations).  **I Can Statement(s):** I can discuss a given topic with others using a prescribed set of rules.  **Instructional Plan:** The teacher will instruct the students to think of a character trait they think in the most important and be prepared to tell why they think it is important. On the count of 3, students will express their opinions all at once. This activity is to demonstrate how discussions need to be held in an orderly manner. The teacher will model holding a group discussion using the following rules: Students will be in groups of 4-5. Each student will draw a pattern block from a bag. The speaking order will be decided by the colors of the blocks: red-1st, blue-2nd, green-3rd, yellow- 4th, orange-5th. Students may not speak before or after his or her turn. Each person will have one minute to state their opinion while an elected timekeeper will monitor the clock. Once every one has spoken, there will be a time for rebuttal in the same order as before. After the teacher’s group has demonstrated, the other groups will discuss. | | | | |
| **Closing/Summarizing Strategy** | **Students will do a gallery walk to see the writings and illustrations created by the class.** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
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| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  Literacy first assessments, Bear Spelling Inventory | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*